

Blenheim Elementary/Middle

P.O. Box 8

Blenheim, South Carolina 29516

Grades PK-8 Middle School

Enrollment 391 Students

Principal Fred Thomas 843-528-3262

Superintendent Dr. David A. Sherbine 843-479-4016

Board Chair Mr. Ronald B. Henegan 843-479-7838

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	22

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Good	No
2005	Unsatisfactory	Unsatisfactory	No

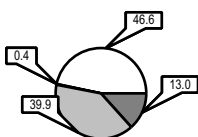
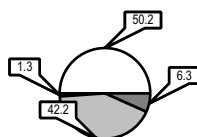
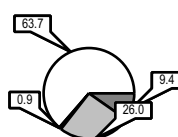
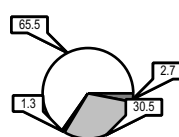
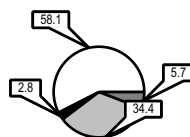
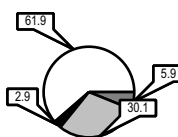
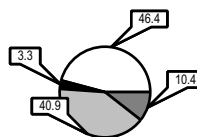
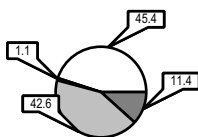
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

89.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	244	100.0	46.6	39.9	13.0	0.4	22.4	No	Yes
Gender									
Male	133	100.0	57.1	37.0	5.9	0.0	15.1		
Female	111	100.0	34.6	43.3	21.2	1.0	30.8		
Racial/Ethnic Group									
White	127	100.0	43.1	41.4	14.7	0.9	22.4	No	Yes
African American	108	100.0	50.5	38.6	10.9	0.0	21.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	215	100.0	46.7	37.9	14.9	0.5	24.1		
Disabled	29	100.0	46.4	53.6	0.0	0.0	10.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	244	100.0	46.6	39.9	13.0	0.4	22.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	244	100.0	46.6	39.9	13.0	0.4	22.4		
Socio-Economic Status									
Subsidized meals	202	100.0	48.4	39.1	12.0	0.5	21.2	No	Yes
Full-pay meals	41	100.0	38.5	43.6	17.9	0.0	28.2		

Mathematics – State Performance Objective = 36.7%									
All Students	244	100.0	50.2	42.2	6.3	1.3	17.0	No	Yes
Gender									
Male	133	100.0	52.9	40.3	5.9	0.8	14.3		
Female	111	100.0	47.1	44.2	6.7	1.9	20.2		
Racial/Ethnic Group									
White	127	100.0	44.0	45.7	8.6	1.7	20.7	No	Yes
African American	108	100.0	57.4	38.6	3.0	1.0	11.9	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	215	100.0	45.6	45.6	7.2	1.5	19.0		
Disabled	29	100.0	82.1	17.9	0.0	0.0	3.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	244	100.0	50.2	42.2	6.3	1.3	17.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	244	100.0	50.2	42.2	6.3	1.3	17.0		
Socio-Economic Status									
Subsidized meals	202	100.0	52.2	40.8	5.4	1.6	16.8	No	Yes
Full-pay meals	41	100.0	41.0	48.7	10.3	0.0	17.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	244	99.6	63.7	26.0	9.4	0.9	10.3
Gender							
Male	133	99.3	66.4	25.2	7.6	0.8	8.4
Female	111	100.0	60.6	26.9	11.5	1.0	12.5
Racial/Ethnic Group							
White	127	99.2	57.8	28.4	12.9	0.9	13.8
African American	108	100.0	70.3	23.8	5.0	1.0	5.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	215	99.5	60.5	27.7	10.8	1.0	11.8
Disabled	29	100.0	85.7	14.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	99.6	63.7	26.0	9.4	0.9	10.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	244	99.6	63.7	26.0	9.4	0.9	10.3
Socio-Economic Status							
Subsidized meals	202	99.5	67.9	22.3	8.7	1.1	9.8
Full-pay meals	41	100.0	43.6	43.6	12.8	0.0	12.8

Social Studies							
All Students	244	99.6	65.5	30.5	2.7	1.3	4.0
Gender							
Male	133	99.3	69.7	25.2	3.4	1.7	5.0
Female	111	100.0	60.6	36.5	1.9	1.0	2.9
Racial/Ethnic Group							
White	127	99.2	61.2	31.9	4.3	2.6	6.9
African American	108	100.0	70.3	29.7	0.0	0.0	0.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	215	99.5	61.5	33.8	3.1	1.5	4.6
Disabled	29	100.0	92.9	7.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	99.6	65.5	30.5	2.7	1.3	4.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	244	99.6	65.5	30.5	2.7	1.3	4.0
Socio-Economic Status							
Subsidized meals	202	99.5	66.8	30.4	1.1	1.6	2.7
Full-pay meals	41	100.0	59.0	30.8	10.3	0.0	10.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	46	95.7	29.5	45.5	25.0	N/A	25.0
	4	46	93.5	38.1	47.6	14.3	N/A	14.3
	5	59	91.5	41.5	45.3	13.2	N/A	13.2
	6	51	84.3	35.7	42.9	21.4	N/A	21.4
	7	26	92.3	40.9	54.5	4.5	N/A	4.5
	8	22	90.9	45.0	45.0	10.0	N/A	10.0
2005	3	35	100.0	51.5	39.4	9.1	0.0	9.1
	4	44	100.0	45.0	40.0	15.0	0.0	15.0
	5	46	100.0	50.0	36.8	13.2	0.0	13.2
	6	42	100.0	61.5	23.1	12.8	2.6	15.4
	7	48	100.0	27.1	58.3	14.6	0.0	14.6
	8	29	100.0	52.0	36.0	12.0	0.0	12.0
Mathematics								
2004	3	46	95.7	25.0	63.6	11.4	N/A	11.4
	4	46	95.7	32.6	58.1	9.3	N/A	9.3
	5	59	91.5	66.0	28.3	3.8	1.9	5.7
	6	51	84.3	33.3	35.7	26.2	4.8	31.0
	7	26	92.3	36.4	40.9	18.2	4.5	22.7
	8	22	90.9	40.0	60.0	N/A	N/A	N/A
2005	3	35	100.0	54.5	45.5	0.0	0.0	0.0
	4	44	100.0	47.5	45.0	7.5	0.0	7.5
	5	46	100.0	55.3	39.5	2.6	2.6	5.3
	6	42	100.0	51.3	28.2	15.4	5.1	20.5
	7	48	100.0	50.0	41.7	8.3	0.0	8.3
	8	29	100.0	40.0	60.0	0.0	0.0	0.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	35	100.0	75.8	24.2	0.0	0.0	0.0
	4	44	100.0	52.5	27.5	20.0	0.0	20.0
	5	46	97.8	86.8	10.5	2.6	0.0	2.6
	6	42	100.0	64.1	20.5	12.8	2.6	15.4
	7	48	100.0	45.8	37.5	14.6	2.1	16.7
	8	29	100.0	64.0	36.0	0.0	0.0	0.0
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	35	100.0	75.8	21.2	3.0	0.0	3.0
	4	44	100.0	62.5	32.5	5.0	0.0	5.0
	5	46	97.8	65.8	34.2	0.0	0.0	0.0
	6	42	100.0	61.5	25.6	5.1	7.7	12.8
	7	48	100.0	66.7	31.3	2.1	0.0	2.1
	8	29	100.0	60.0	40.0	0.0	0.0	0.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 391)				
Students enrolled in high school credit courses (grades 7 & 8)	5.3%	Down from 6.7%	8.7%	15.5%
Retention rate	2.0%	Down from 4.7%	4.6%	3.0%
Attendance rate	94.3%	Down from 95.4%	95.2%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.4%	Up from 1.3%	7.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%	Up from 0.9%	7.4%	4.6%
Eligible for gifted and talented	4.4%	Down from 10.5%	7.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.2%	Down from 6.7%	15.3%	13.6%
Older than usual for grade	2.8%	Down from 3.5%	7.3%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.3%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	51.7%	Down from 57.1%	50.0%	51.8%
Continuing contract teachers	69.0%	Down from 78.6%	66.7%	78.1%
Highly qualified teachers	92.0%	Up from 76.5%	89.5%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	10.0%	6.0%
Teachers returning from previous year	83.3%	Down from 86.6%	77.1%	85.4%
Teacher attendance rate	95.7%	Up from 95.0%	94.7%	94.9%
Average teacher salary	\$39,618	Up 0.7%	\$39,968	\$41,328
Prof. development days/teacher	10.2 days	Down from 15.6 days	10.6 days	11.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 17.5 to 1	18.6 to 1	21.3 to 1
Prime instructional time	87.1%	Up from 86.4%	87.6%	89.3%
Dollars spent per pupil*	\$6,459	Up 10.9%	\$7,065	\$6,022
Percent of expenditures for teacher salaries*	60.3%	Down from 62.0%	60.2%	61.7%
Opportunities in the arts	Fair	Up from Poor	Good	Good
Parents attending conferences	99.0%	Up from 91.9%	91.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Blenheim Elementary/Middle School, hereafter referred to as BEMS, housed 440 students in grades Pre-Kindergarten through 8 during the 2004-2005 school year. There were 22 heterogeneous homerooms in this span. The school is located in a rural, close-knit community with positive and supportive parents, especially in the primary grades. Business partnerships increased by 24% during the 2004-2005 school year and were instrumental in securing books (classroom sets) for both buildings at BEMS.

The major academic focus during the years was the teaching of the South Carolina Academic Standards at all grade levels. The America's Choice Design was implemented to improve student academic performance, to understand the implications of focused teaching for classroom practice and classroom organization. The Early Reading First: PRIDE Project was implemented to prevent future reading difficulties in targeted high-risk three- and four-year-olds before they happen.

PACT data for the middle school showed improvement whereby the school was listed as one of the Palmetto Silver Award winners with the help of on-site teacher specialists in the areas of science, English/language arts, and math. These individuals provided valuable assistance to faculty members, which increased student achievement. In addition, the curriculum specialist helped the entire middle school to improve PACT scores.

Expectations still remain high for academic achievement, improvement in test scores, development of a caring and cohesive faculty, and improved parental support. This can only be accomplished by involving everyone in the school improvement process. Students will benefit from teachers who have positive attitudes, great work ethics, are team players, and are willing to put in the time and effort to make sure that children are successful in their classroom.

The staff and administration will work together as a team to meet the total needs of all children by taking the responsibility of developing the children of today into the leaders of tomorrow.

Mr. Fred Thomas, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	11	24	39
Percent satisfied with learning environment	72.7%	62.5%	72.2%
Percent satisfied with social and physical environment	63.6%	37.5%	73.0%
Percent satisfied with school-home relations	63.6%	75.0%	63.2%

*Only students at the highest middle school grade level at this school and their parents were included.